

LATIN NOTES

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Address communications to FRANCES E. SABIN, Director of the Bureau

Issued in the interests of teachers of secondary Latin and Greek

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No. 5

GREEK AND THE TEACHER OF LATIN

Quotation from an article by Alfred W. Milden, University of Mississippi. Reprinted from THE CLASSICAL WEEKLY of January 21, 1935, with the consent of the Editor

If the teacher of Latin is to avail himself of all resources at his command, he must fortify himself for the greatest possible efficiency by acquainting himself with allies who have made brilliant records in well-nigh every department of literary expression—the writers of ancient Greece.

Professor Gilbert Murray has sagely observed¹ that "... the things of life may be grouped under two heads: things that change, and things that do not change, things of permanent value; the Classics belong in the second group. The beauty of great poetry never wanes". Now the value of Greek, like the value of Latin, inheres in its literature. The best teaching either of Greek literature or of Latin literature demands familiarity with the other on the part both of teacher and of student. Erasmus, one of the greatest Latin scholars of his day, vividly pictured the true situation when he said, 'Without Greek literature Latin goes limping on one foot'.

The field of literature is, of course, so vast that it would take a lifetime to explore it fully. All that we can reasonably hope is that in School and College students will be able to acquaint themselves with what is greatest and most needs careful study. The purpose of the teacher of Greek should be to use such opportunity as comes to him in the crowded curriculum of the day to bring to bear upon the minds of students the high ideals, the lofty aims of some of the greatest of the early writers whose works have fortunately been transmitted to us. If he can sharpen the mind of a student with the finest tool that has ever been forged, the Greek language, the most artistic product of the Greek mind and of the Greek spirit, he is rendering that student an inestimable service, whether the student realizes it or not. Greek literature has an unbroken history of thirty centuries, which may be divided into three periods, the first from Homer to Aristotle, the last from the sixth century A.D. to the present time. The key that unlocks this treasure-house is a knowledge of Greek.

As one ponders the situation that exists in America to-day, his thoughts keep recurring to the Greek attitude, the Greek mind, the Greek spirit, the Greek point of view. What most of all distinguished the Greeks—at least the best of them, best intellectually—from all other races before their time or since their day was their power of thought. They gave ascendancy to the intellectual; surrounding nations were under the domination of the material. The Greeks were therefore masters, not servants, in the realm where thought was king. Whereas others were content

with the mere effortless average, the best Greeks sought *ἀρετή* in every sphere. They loved knowledge for its own sake. They were characterized by fearlessness of intellect. They were untrammelled by hierarchies which might have put a damper on free inquiry. They discovered that Nature works by fixed laws, and to these laws, not to blind force, they were ready to yield compliance. They in fact created our intellectual life, supplied the vehicle for the transmission of the Christian religion, gave us a royal start in the vast field of sciences, started us in the search for model government, and set up the foundations of our modern educational systems and erected much of their superstructure. Above all they made the discovery that the greatest thing in the world was not matter, but personality (*ψυχή*). That is their supreme contribution. It was to the development of that personality in the young men of Athens that Socrates gave his best efforts. The stimulus of his own great personality can be seen, in part at least, in the writings on his successors, Plato and Aristotle.

.....
An extract from the syndicated writing of President Frank of the University of Wisconsin must have been widely read, since it appeared in many newspapers. It bears the striking title Socrates and America. What Mr. Frank wrote was suggested by a remark of R. W. Livingstone to the effect that, if Socrates, resurrected, were to settle in America, the only folk he would visit would be the professors of Greek. Mr. Frank disagreed with Mr. Livingstone, for, in his opinion, the real Greek spirit is not to be found in the professors of Greek!! Mr. Frank was led to imagine what Socrates would say to the professors of Greek. I quote part of the words he ascribed to Socrates:

Since the one hundred per cent Athenians gave me the famous drink of hemlock for my having disturbed their peace of mind by asking questions that exposed the crumbling foundations of their dogmas and prejudices, I have been hobnobbing with the gods and spending my spare moments watching you who are supposed to be the guardians of the Greek spirit in the school rooms of earth.

I have been pained, most learned doctors, to see you put the minutiae of the Greek language above the meaning of the Greek literature. Classicism seems to mean to you an academic discipline. With us it was a way of living and thinking. Aside from the love of beauty and order, the Greek spirit that animated the Greeks whose writings you teach meant a never satisfied hunger of mind that never stopped asking questions until the authentic had been separated from the artificial in the opinions of the rank and file of their fellow citizens.

Mr. Frank's natural conclusion is that Socrates would not be popular in America. But, while it *may* be true that in days long gone by the spirit of Greek literature was sacrificed by teachers of Greek, far too much to the letter, to-day the majority of teachers of Greek are fully alive to the ideals of freedom, of beauty, and of truth set forth by the Greeks.

¹This passage is to be found in THE CLASSICAL WEEKLY 5.215 (May 18, 1912), in a report of an address which Professor Gilbert Murray made at a meeting of the New York Latin Club (now the New York Classical Club).

A TRIBUTE TO A FRIEND OF THE CLASSICS

NOTE: In looking over material for the February Notes, the Editor found the poem that follows in a desk drawer entitled "Consider for Publication." It is a poem by Payson S. Wild which appeared on the notepaper of the Chicago Classical Club, announcing the last meeting of the year on May 13, 1933, on which occasion Dr. Paul Shorey of the University of Chicago was the speaker. Feeling sure that her memory of the hours spent in his classroom is as dear to his other students as it is to her, she publishes these verses of appreciation.

Annus est iuvenis! Salva sis, Flora!
Patent fenestrae, aprica sunt Fora;
Herbae, lavatae rore recente,
Gemmant profuse florentque repente!

Est iterum tempus, amici, tentare
Vestram crumenam, coire, cenare,
Dum terra molliter nobis subridet
Et hilari vultu laetorque renidet.

Iubeo igitur vos convenire
Et Virum Dilectum videre, audire.
Si quaeritis forte, "Quis est hic Orator?"
Respondeo statim, "Pro Di! Veterator

Iucundus, et noster Magister urbanus
(Quem nos omnes semper canamus!)
Singularis, egregius, doctor pergratus,
Fronte serena, tranquilluss, sedatus.

Blandiloquens, et artifex fandi,
Eruditus, peritus, et mente praegrandi,
Amabilis vir, veneratus ubique,
Semper colendus, pol, tibi mihique:

Litteris Graecis, Latinis imbutus,
Dicens ornate, disertus, argutus,
Politus et elegans et gloriosus—
Ναὶ μὰ Ζῆνα, illustris, famosus!

Denique—en PAULUS SHORIUS! Ille,
Cui iam debemus gratias mille
Plurimos annos: cui cordibus totis
Nunc acclamamus laudibus, votis!"

—PAYSON S. WILD

LOURA B. WOODRUFF, *Præses*
MARIA I. MOYNIHAN, *Libraria*

A JUNIOR HIGH SCHOOL TEACHER'S REPORT

*Sent in by a teacher in a large town in one of the
Middle Western States*

You asked about my experience in the Junior High School. I found it a more difficult transition from the Senior High than I anticipated. The pupils need so much more direction and supervision. Besides, I think the first year is the most difficult to teach. After that, pupils are somewhat familiar with the tools and can go ahead better by themselves. I think that is especially true now when students are just blank on the simplest facts of English grammar. In fact, that is the biggest problem we who are teaching beginning Latin have to face, in my opinion. However, our Junior High people more than make up in enthusiasm for what they lack in experience, and that is a big thing for the teacher. I enjoy them. . . .

. . . About one and one half years ago a professor in the State University wrote me about the decline in Latin enrollment and said that he with some high school teachers got out a little bulletin containing statements from various professors as to the

value of Latin as a preparation for college. I told him frankly that I felt all the bulletins in the world would not save us. I feel that it all depends on the way we teach it. If our pupils are really getting adequate returns from their work, they will be the most effective little advertisers in the world. If the teacher is known to be stuffy, uninteresting, and ineffective, nothing can induce pupils to register for Latin. . . .

. . . A group was formed to work on a curriculum. They gathered data. The result showed that there is a group which feels we should put more emphasis on real Latin, and a second group which would put the emphasis on Roman life, etc. It was suggested that there might be room for two different courses. Personally, I feel that with a text like ours one can achieve both aims simultaneously if he makes the effort. . . . I feel our big problem is to find time to teach *any* Latin when we have to build the whole groundwork of English. But it is our job, and we shall have to find a way and stop our grumbling. Perhaps this basis for English may prove one of our strongest allies.

MORE ABOUT THE LATIN CP 2 EXAMINATION

The objections raised by Miss Dean in the January issue of *LATIN NOTES* to the plan of the College Entrance Board's Cp 2 Latin examination seem to me to arise, justly, from a feeling that too much emphasis was placed upon technical syntax questions.

It is only fair to point out that the form of this paper was changed in June 1934. The old-style paper was divided as follows: Latin-English translation 40%; forms and syntax 40%; English-Latin translation 20%. A fair division of the new paper would be as follows: Latin-English translation 50%; forms and syntax 25%; English-Latin translation 25%. On this basis, the formal syntax questions are worth about 10% of the whole paper. It would hardly be reasonable to object to the rest of the grammar questions, which ask for the declension of three nouns and two adjectives; the conjugation of three verbs in various tenses; and the comparison of one adjective and one adverb. All of the words in these questions are of very common occurrence.

It should be noted, then, that the situation has been much improved. As to the fact that "Cp 2 does not prepare for Cicero," I certainly agree. I do not see why an examination should be expected to "prepare for" anything. Perhaps one might say that the work of the so-called "Caesar year" is not a good preparation for Cicero. I should agree with this.

As to the alleged support of "the private schools" of the form of the Cp 2 paper, I know nothing of it. At least, as President of the Philadelphia Private School organization for two years, and as a member of its Executive Committee and Chairman of its Latin Conference for six years, I can officially state that no such support emanated from the Philadelphia district.

As to the statement that "private schools continue to support the form of Cp 2 because they use indefinite time and energy to accomplish it (meaning, I take it, to prepare for the examination), and because they are making money out of it," I confess this is all news to me. The Philadelphia Latin Conference, referred to above, has several times considered protesting against certain Cp 2 questions which seemed unfair.

I do not think that the shortcomings of the Cp 2 paper can be blamed for destroying classes nearly so much as the content of the third-year courses. If such courses are more than fifty percent Cicero, teachers will have to take the consequences, unless teachers in charge of the work are filled with super-enthusiasm for Cicero and are inspired in their work.

Would it not be a fine thing if colleges would agree to accept Cp H in lieu of Cp 2? Many of the very real difficulties which Miss Dean so clearly describes would be removed by permission to make Cp H valid for fulfilling a two-year requirement in Latin.

JOHN F. GUMMERE
William Penn Charter School, Philadelphia, Pa.

THE LATIN PROBLEM IN NEW YORK CITY

In the November, 1934, number of LATIN NOTES on page 4 was an article entitled HOW TO ATTACK THE LATIN PROBLEM—SOME POINTS SUGGESTED BY CORRESPONDENTS. Under this were suggestions, which, mostly in brief form, may thus be stated:

1. Modify College Entrance Examinations.
2. Make Latin teachers realize that practically no grammar is taught in elementary schools.
3. "Intelligent departure from the old traditional Latin course is productive of beneficial results."
4. Study handicaps under which many Latin teachers now work and see if relief is possible.
5. Examine programs of classical meetings.
6. Plan intelligent publicity.

At the same time in November HIGH POINTS, official bulletin of the High Schools of New York City, these figures were published to show the numbers taking Latin by semesters or terms:

	I	II	III	IV	V	VI	VII	VIII	Total
All Languages	36,805	30,844	37,488	29,196	14,319	10,958	1,137	525	161,272
Latin	5,264	4,725	5,334	4,032	1,934	1,553	237	115	37,510

Two modern languages now outstrip Latin all through the four years, and another would have passed it easily if it were not for European conditions.

In what ways have the six reasons given in LATIN NOTES caused such a condition that in a total high school population of 249,444 where 161,272 study foreign languages only 23,194 take Latin?

Suggestion number 1 has little to do with Latin in New York City schools.

Suggestion number 2 gives to the Latin first year teachers of New York the hint to teach English grammar. From what we hear we have found that this is increasingly being done.

Suggestion number 3 is very important. Make our teachers see not only that "a revolution has taken place as regards the educational ends of the study of Latin possible of attainment in the public schools with maximum effort on the child's part," but also that in school "the teacher's the thing wherein to catch the conscience of the public. Better Latin teachers and teaching, more Latin pupils."

This brings us to suggestion number 4. Latin teachers do their work under great handicaps in New York City public schools. The curriculum contains so many "cinch" subjects that pupils can easily be influenced to leave Latin out of their electives. For Latin, now purely elective, is known as a "hard" subject. Furthermore, many teachers and school executives, in the midst of much floundering and illogical thinking concerning the curriculum, warn even excellent young students against Latin. Sometimes pupils, especially in Junior High Schools, cannot elect Latin even if they wish it. These handicaps, great though they are, may be surmounted by enthusiastic teaching.

Point number 5 may be corrected by the teachers themselves. Of course programs cannot do much. Still, when a teacher is courageous enough to give a demonstration of the teaching of a sight passage before the FORUM OF THE NEW YORK CLASSICAL CLUB, (and this was done), then we can say that we are getting constructive work.

Good, intelligent publicity is what we shall always need. When educators do as Dr. Walter L. Herve, former member of the Board of Examiners, did, then we shall get such gems of truth as this: "It is well to remember that one is better equipped to read Edna St. Vincent Millay—and every other competent writer (except Gertrude Stein)—if one has been grounded in Latin." We need the "ard and 'eavy 'ammering" of such opinions by authorities on the public consciousness in order to instill the importance of Latin in the public high school curriculum.

JACOB MANN, Chairman of the Latin Department
John Adams High School

STARTLING INFORMATION

Auspices was the second king of Rome.
Soldiers used a Homer to fight with.
Aeneas was the grandmother of Romulus and Remus.
Romans used short swords when fighting with each other and long spears to throw into the camp of the enemy.
Auspices were stuff used during wedding ceremonies.
Aeneas was a great battle.
Auspices were a food served at Roman dinners.
The Gracchi were a family whom several boys was from who was great leaders in Rome.
Quoted from the Feb. 1934 issue of the Latin Magazine NUNC ET TUNC, published at the High School at Waco, Texas

A TRANSLATION FROM HORACE

Ode I, 9

Hark! how the wind rushes down from the mountain,
Shrouded in white;
Oak and ash groan as it tosses their branches,
Fierce in its might.

Come, pile more logs on our bright cheerful fire,
Comrade of mine,
Draw from the Sabine jar—stint thyself not, pray—
Mellow old wine.

Take we delight in our humble enjoyments,
Let us be gay;
Leave to the gods all the cares of tomorrow:
Live in today.

Still in the bloom of thy youth and thy beauty,
Fortunate, thou!
Shun not the squares, nor the even-tide trysts, nor
Soft-whispered vow.

There in the darkest nook, ripples light laughter—
Sly little maid!
Catch her, nor free those small fingers until her
Forfeit is paid.

ROSE KORALEWSKY
Nausauket, R. I., February, 1933

FAVORS UNICAMERAL PLAN

QUERY:—

What would this word "unicameral" from a newspaper headline regarding the feeling of the Philippine convention on the subject of legislature mean to the non-Latin reader?

TO A SECOND YEAR LATIN CLASS

O Round Young Eyes, which cannot see
~~Within the awkward, unknown word~~
The magic of an old immensity,
Magnificence, unblurred,
Which yet holds fast the strength of men and ships,
Purple of Empire, red of Lesbia's lips;

The rhythm of the years along the roads
That Caesar's legions built beat heavily,—
Ah, *impediti*, here the soldiers strode,
There died the Nervii, in ecstasy—
Upon these selfsame fields, late, warring nations tried
Their might, locked bayonets, and died.

Look down the centuries; see whose place we took:
Sergeants, centurions, crumbled into dust.
The world is firm again which once so shook—
These words are left: *invicti*, for the just,
Res Publica, the words salute the strong,
Pro bono publico, a mighty song!

ELIZABETH M. DURHAM
Wilmington, Ill.

Lat. Dict.
Camera, a vault,
an arched roof, an arch
2. A flat shop w. an arched covering
used by those dwelling on the Black Sea

3

Reg. Diet.

uni + LL camera chamber
Having or consisting of a single chamber
(legislative assembly)

ANNOUNCEMENTS

THE SERVICE BUREAU has on display an interesting drill device known as the CUTHBERTSON LATIN VERB WHEEL. It is a mechanical contrivance for finding, by means of a revolving disk, the endings of all regular, irregular, and deponent verbs. It is obtainable from the Extension Division of the University of Colorado, Boulder, Colo., for 35 cents. Price for 10 or more, 25 cents each.

THE ROMAN CALENDAR prepared by *Helen MacDonald* of the Shippen School, Lancaster, Pa., is now ready. It may be secured from the author for 75 cents or purchased at THE SERVICE BUREAU.

A bulletin entitled ANCIENT ATHENS REBUILT AND RELIVED by *Esther Pinch* may be secured from the Bureau of Publications, Teachers' College, Columbia University, New York City, for 25 cents. It contains an account of a project as developed in the 4th grade of a school in Wisconsin—the building of a miniature Greek village, and a series of lessons on the ancient Greeks and on the correlation of Greek life with modern life. An extensive bibliography is appended.

A new supply of the large SERVICE BUREAU wall poster entitled THE EDUCATIONAL ENDS OF THE STUDY OF LATIN has been secured. Price, 40 cents at the Bureau or 50 cents, postpaid, for outside orders.

A small booklet of much interest may be obtained for 35 cents, plus postage, by addressing Mrs. Mason Gray at 1733 Ridge Road, Rochester, New York. The title INTRODUCTORY LESSONS IN LATIN AND ENGLISH FOR JUNIOR HIGH SCHOOLS conveys the character of the content. A limited supply is for sale at the Bureau.

In the November issue of LATIN NOTES, mention was made that an edition of Horace selections set to music was being prepared in Hungary by THE ASSOCIATION DE LA CULTURE CLASSIQUE. THE SERVICE BUREAU was agreeably surprised the other day to receive ten advance copies of this booklet, containing selections from 33 Odes and Epodes with musical settings by *Joseph Wagner*. The title is CARMINA HORATII SELECTA, and it is published by Joseph Fraknoy of Budapest. Copies may be secured from THE SERVICE BUREAU for 90 cents. In case of mail orders, postage will be extra.

THE SERVICE BUREAU will be glad to receive complimentary copies of any classical books which are of interest to high school teachers of Latin or Greek. Several professors who have retired from active work have sent copies from their library shelves.

Roman coins can also be used to advantage.

Two attractive cruises to Greek lands, leaving on July 10 and August 5, have been arranged by THE ODYSSEY CRUISES, INC. For information, write to 598 Madison Ave., New York City.

Names of persons who were attracted by the notice, "A Chance to Help" which appeared in the November LATIN NOTES are coming to THE BUREAU from time to time, accompanied by a list of topics upon which the writer is prepared to speak. Among them are such outstanding persons as Dr. Ralph Magoffin, Miss Mildred Dean of Washington, D. C. and Professor Mark Hutchinson of Cornell College, Mt. Vernon, Iowa. The list, however, should be far longer than it is.

Inquiries for speakers for the Horatian Bimillennium program should be sent to Mrs. Helen W. Cole, 6141 Oxford St., Philadelphia, Pa.

THE LATIN LANGUAGE STILL ALIVE!

"Speaking of old times, Miss Sabin and her Latin language center in Washington Square will be interested to hear that a New Yorker over 90 years old, the father of a literary critic well known to many Villagers, began to study Latin for the first time last year, has read Virgil from cover to cover, and quotes the Mantuan poet by the page from memory. His daughter says that Latin has become the liveliest language she knows."

An item in THE VILLAGER, the newspaper of Greenwich Village in which THE SERVICE BUREAU is situated

THE PSALM OF LATIN

A Parody on Psalm 23

Written by *Nannie Daley*, a sophomore in the High School at Bainbridge, Indiana, but contributed by the Latin teacher!

(Substitute name of any Latin teacher) is my teacher; and I shall not pass.

She (or he) maketh me learn vocabularies and declensions of nouns;

She maketh me expose my ignorance before the class;

She maketh me learn conjugations of verbs for my grade's sake.

Yea, though I study 'til my senses reel, I shall gain nothing in Latin.

The nouns, they bother me; the verbs, they trouble me.

She prepareth tests for me, in the presence of mine enemies;

She giveth me low grades on my report card.

Surely E's and F's shall follow me all the days of my life.

And I shall dwell in the Latin Class forever.

SERVICE BUREAU MATERIAL AVAILABLE

This material appears in mimeographed or printed form. In the case of the former, the items may be borrowed with the understanding that the teacher pays the postage and returns the material within two weeks after its receipt, or they may be purchased for 5 cents each, unless another price is stated. Printed items, however, known as LATIN NOTES SUPPLEMENTS and BULLETINS, are not sent out as loans but must be purchased at the prices indicated. The material has been listed in Leaflets published at the end of each school year, and containing a summary of items which have been announced in the LATIN NOTES for the year. A catalogue containing a list of all of the items in classified form is now at hand. Price, 15 cents; 20 cents postpaid.

I. In Mimeographed Form

(Numbering is continued from the January issue.)

505. Some suggestions for conducting a Greek Club. By *Miles G. Thompson*, High School, Princeton, N. J.

506. A short list of articles dealing with Horace that may be of interest to both teachers and pupils. Compiled by *Marguerite Kretschmer*, SERVICE BUREAU FOR CLASSICAL TEACHERS.

II. Latin Notes Supplements

Fifty-one Supplements are ready for circulation. For titles and prices, see the Catalogue of all SERVICE BUREAU material, now obtainable for 15 cents at the Bureau or for 20 cents postpaid.

III. Bulletins

Bulletins I, II, and III are out of print. For a list of the others, see the October NOTES, or the Catalogue of SERVICE BUREAU material.

IV. Miscellaneous

Pictures, Scrapbooks entitled Practical Uses of Latin, Roman Life, and Vergil, wall posters containing The Educational Ends of the Study of Latin, and The Oath of the Young Men of Athens are available. For prices, see the new Catalogue.